



OUR SCHOOL MOTTO IS:

Growing in Faith and Knowledge

OUR SCHOOL MISSION STATEMENT

St Joseph's Preparatory School is a Catholic School, which was founded by the Christian Brothers and is a place where the staff and governors work to bring the Gospel values into all areas of School life and where prayer, worship and liturgy are seen as meaningful experiences.

Each child is encouraged to strive for the highest possible standards of work and behaviour, whilst learning to live as a well-mannered, self-disciplined and tolerant individual both inside and outside the classroom. The children learn to live as happy and caring members of a School community, which values their unique individual talents, and also the needs of others.

St Joseph's Preparatory School values and nurtures a close partnership with parents and encourages the forming of meaningful links with the wider community. The children are encouraged to take part in extra curricular activities in order to develop an interest in sporting, cultural and recreational activities.

St Joseph's Preparatory School up holds fundamental British values and encourages respect for all people.

St Joseph's Preparatory School recognises its legal duty to work with Local Safeguarding Children's Board acting on behalf of children in need or enquiring into allegations of abuse.

We recognise that pupils have a fundamental right to be protected from harm and require a secure environment in order to learn effectively.

St. Joseph's Preparatory School's Safeguarding Children Policy follows the guidelines laid down by the City of Stoke on Trent Safeguarding Children's Procedures and "Working Together to Safeguard Children"(2018) and " Keeping Children Safe in Education"(2018) (KCSIE)

Our motto 'Growing in Faith and Knowledge' encapsulates the School's Aims:

- To provide a caring, Christian community, in which individuals can develop fully.
- To strive for excellence in all areas – academic, sporting, musical etc.
- To provide an ethos which brings the Gospel message alive.
- To develop strong community links.

(St. Joseph's Preparatory School has achieved International School Status and is an Eco School. We are a Dyslexia Friendly School.

Safeguarding Children Policy

Co-ordinator: Mrs S Hutchinson

Updated: September 2018

Review September 2018 or as Necessary

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Governing Body of St Joseph's Preparatory School understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

SAFEGUARDING CHILDREN POLICY

This Policy is applicable to all pupils, including those in the EYFS.

Policy Contents

[Aims and Principles](#)

[Underpinning Values](#)

[Commitment](#)

[Overarching Framework](#)

[Safeguarding Team-Roles and Responsibilities](#)

[Safeguarding Team-Managing referrals](#)

[Safeguarding Team-Training](#)

[Safeguarding Team-Raising Awareness](#)

[Training and support for Staff](#)

[The Role of School staff \(as outlined in Keeping Children Safe in Education 2018\)](#)

[Thresholds for Intervention:](#)

[Early Support - Early Help Assessment \(EHA\)](#)

[Child in Need:](#)

[Child Protection:](#)

[Guidance on talking to and listening to children: Effective safeguarding practice](#)

[Supporting Pupils at Risk](#)

[Procedures for dealing with a safeguarding concern about a child](#)

[Response by the local Authority](#)

[Concerns about safeguarding practices within St Joseph's Preparatory School](#)

[Guidance on 'Whether this is a Child Protection Matter'](#)

[Signs of abuse](#)

[Types of abuse](#)

[Physical Abuse](#)

[Emotional abuse](#)

[Sexual Abuse.](#)

[Neglect](#)

[Specific Safeguarding Issues](#)

[Drug and Substance Misuse](#)

[Child sexual exploitation \(CSE\)](#)

['Honour-based' violence \(HBV\)](#)

[Female Genital Mutilation \(FGM\)](#)

[Forced marriage.](#)

[Youth Violence and Gang Activity](#)

[Missing children](#)

[Preventing Extremism and Radicalisation](#)

[Children with special education needs and disabilities.](#)

[Domestic Abuse](#)

[Homelessness.](#)

[Looked after children and previously looked after children.](#)

[Peer on Peer Abuse](#)

[Signs that a child is being abused by their peers](#)

[Children with particularly vulnerability to abusing or being abused by their peers](#)

[Definition of Peer on Peer Abuse](#)

[Types of peer on peer abuse](#)

[Expected action to be taken by all staff to Peer on Peer abuse](#)

[Preventative Strategies to minimise the risk of Peer on Peer abuse](#)

[Multi-agency working regarding Peer on Peer abuse](#)

[Procedures Adopted when a Disclosure of Peer on Peer Abuse is made](#)

[Points to consider regarding Peer on Peer abuse](#)

[Next Steps](#)

[For the child who has been harmed](#)

[For the child who has displayed harmful behaviour](#)

[After care](#)

[Child on Child Sexual violence and sexual harassment, Consent and Sexual harassment](#)

[Risk Assessment following a report of sexual violence](#)

[Action following a report of sexual violence and/or sexual harassment](#)

[Contextual safeguarding](#)

[Procedures- Dealing with an allegation of abuse against members of staff, volunteers or the](#)

[Head Teacher](#)

[Professional Confidentiality](#)

[Record Keeping](#)

[Information sharing](#)

[Transfer of files](#)

[Attendance at Safeguarding Conferences](#)

[Safer Recruitment](#)

[Staff Protection against allegations of abuse](#)

[Dissemination of Policy and Review](#)

[Appendix 1 Key Contacts](#)

[Appendix 2 Injury on Arrival](#)

[Appendix 3 Staff /Governor Suitability Form](#)

[Appendix 4 Role of the Designated Safeguarding Leads and Deputy Designated Leads](#)

[Appendix 5 Actions where there are concerns about a child](#)

[Appendix 6 Record of Concern Form](#)

Aims and Principles

St Joseph's Preparatory School fully recognises its legal duty under section 157 Education Act 2002 and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests and welfare of all children. St Joseph's Preparatory School recognises that effective safeguarding requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations. Safeguarding and promoting the welfare of children is everyone's responsibility. The School has a culture of safety, equality and protection, listening to children and that enables issues about safeguarding and welfare to be addressed.

This policy provides the basis for good practice within St Joseph's Preparatory School for Child Protection work. It should be read in conjunction with Stoke-on-Trent Safeguarding Children Board (SCB) Inter-Agency Child Protection Policies and Procedures (*Keeping Children Safe in Education 2018* and *Working Together to Safeguard Children (2018)*). These are in keeping with relevant national procedures and reflect what Stoke-on-Trent Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within the context of Every Child Matters, taking account of the need for children "being healthy and staying safe" and within professionals' wider safeguarding responsibilities that include a duty to co-operate, under the Children Act 2004.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect at an early stage.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

They should refer those concerns to the appropriate organisation, normally the Local Authority children's social care, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. (*Working Together to Safeguard Children 2018*)

St Joseph's Preparatory School aims to ensure that staff have the skills, knowledge and understanding necessary to keep children safe, including those who are looked after by a local authority. This includes ensuring that staff are in a position to identify concerns early, provide help for children, and prevent concerns from escalating as well as having the information they need about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers.

Safeguarding and promoting the welfare of children is defined in *Keeping Children Safe in Education (2018)* as:

- protecting children from maltreatment.

- preventing impairment of children's health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Underpinning Values

Where there is a safeguarding issue, St Joseph's Preparatory School *will* work in accordance with the principles outlined in the Stoke-on-Trent Safeguarding Children Board (SCB) Inter-agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded. Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on St Joseph's Preparatory School to share information with children's social care. This should be explained to the child and appropriate reassurance given when the child has expressly asked for confidentiality in these circumstances. Parental consent is not required for a referral to statutory agencies where there is a concern regarding a child's safety.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. The welfare of the child is paramount in such situations.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict need to know basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.

- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services utilising the Common Assessment Framework Process and if necessary an assessment under Section 17 of the Children Act (1989) this is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

Commitment

St Joseph's Preparatory School is committed to the importance of safeguarding and promoting children's welfare. The Head Teacher takes responsibility for monitoring the actions of the school staff to safeguard and promote the welfare of children, ensuring that all pupils are listened to appropriately and that appropriate action is taken regarding any concerns expressed about their welfare. St Joseph's Preparatory School recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. All staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Safeguarding Team, sharing information with other professionals to support early identification and assessment. It is recognised that pupils require high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults.

St Joseph's Preparatory School recognises re:

- Maintain an ethos where pupils feel secure, are encouraged to talk and are heard and are educated about safeguarding.
- Ensure that pupils are aware they can approach any member of staff if they have concerns or are in difficulties and that staff will listen.
- Ensure that pupils are aware of who the Safeguarding Team are, as well as other key staff who are there to listen and offer early help, including Deputy Head and Joes Club manager.
- Include in the PSHCE programme the knowledge and skills pupils require to stay safe, including education on e-safety and relationship and sex education. A variety of approaches will be employed. Within that programme the encouragement for pupils to develop realistic attitudes regarding the responsibilities of adult life. To help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable children and adults.
- Ensure Internet safety will be an integral to the curriculum St Joseph's Preparatory School computing curriculum
- Ensure effective IT systems to safeguard pupils from potentially harmful and inappropriate online material. (See Digital Safety Policy)
- Create an environment where staff feel able to raise a concern and feel supported in their safeguarding role.
- Ensure that every effort will be made to establish effective, communicative relationships between staff, parents and other agencies.

Overarching Framework

All members of staff, whether permanent, temporary or volunteers, who have contact with children and/or their families, will have a clear understanding of the St Joseph's Preparatory School responsibilities for safeguarding children and promoting their welfare. All staff, including temporary staff and volunteers who work with children will be made aware of the child protection arrangements.

Designated Safeguarding Leads (DSL) will ensure that there is appropriate training of all staff so that they know how to seek advice and report any concerns- especially when they are concerned that a child may be suffering or be at risk of suffering harm – and that all staff have access to support and appropriate expert advice in this context. Individual responsibilities for safeguarding and promoting the welfare of children will be encompassed within relevant job descriptions and procedures.

St Joseph's Preparatory School safeguarding policies and procedures will as far as possible, take account of the views of children and families, provide children and young people with a safe environment in which to learn and develop. The College will provide a range of preventive and statutory measures to safeguard and promote the welfare of children and young people.

Staff who work or have contact with children and families will have appropriate training consistent with their role and function. This training will include the necessity for effective multi-agency and inter-professional collaboration.

Information is to be shared efficiently and effectively in respect of issues that may affect the safety and welfare of children. This includes ensuring that concerns are shared early in order to prevent serious problems from developing. Clear procedures will ensure that information is shared effectively, appropriately and as the law prescribes. St Joseph's Preparatory School will also fulfil its requirements to report concerns about any person (whether employed, contracted, a volunteer or student) in a position of trust, to the Disclosure and Barring Service (DBS) within one month of leaving the School.

Recruitment and vetting procedures are in place to prevent unsuitable people from having contact with children. This includes seeking the assurance that appropriate child protection checks and procedures apply to any staff employed or engaged by another organisation who are working with St Joseph's pupils on another site on behalf of the School. The recruitment panel will have at least one member of staff who has completed the Safer Recruitment training.

Safe practice is promoted and poor and unsafe practice is challenged appropriately. Allegations or concerns about permanent or temporary staff or volunteers are handled effectively and in accordance with the Contracts of Employment.

Safeguarding is the responsibility of every adult in the School environment; staff must not work in isolation. The development of appropriate procedures and the monitoring of good practice are the responsibility of the Stoke-on-Trent Safeguarding Children Board (SCB) and St Joseph's Preparatory School procedures are based on those of the SCB.

Safeguarding Team-Roles and Responsibilities

The designated personnel for safeguarding and children's welfare issues are the DSL, Susan Hutchinson (Head Teacher) and Deputy DSLs are Dan Hood, and Emma Gerrard (Joes Club).

Susan Hutchinson is the DSL and so takes responsibility for the safeguarding policy and is the lead responsible for safeguarding and child protection at St Joseph's Preparatory School.

Susan Hutchinson is the designated person to promote the educational achievement of looked after children (LAC) as well as having the responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales and should liaise with the local authority personal advisor for the care leaver when they leave the school

The DSLs will ensure that there is always cover for the role (including any out of hours/out of term activities). This policy is reviewed annually, or sooner if circumstances arise which require immediate amendments to the policy. The Safeguarding Team liaise with the SCB and work with other agencies in line with *Working Together to Safeguard Children 2018*. The DSL and deputies are most likely to have a complete safeguarding picture. Any disclosure or suspicion of abuse will be referred to social services (either via First Response or to a child's existing Social worker) by telephone within 24 hours by one of the DSLs or Deputy DSLs. It will then be confirmed in writing within 24 hours.

Bradley Slater is the named Governor for Safeguarding Children and looked after children. The Governing body take leadership responsibility for safeguarding arrangements at the school;

- To ensure that St Joseph's Preparatory School has appropriate policies and procedures in place in order for appropriate action to take place in a timely manner to safeguard and promote children's welfare.
- To liaise with SCB on issues of Child Protection and to ensure that school's safeguarding arrangements reflect local protocols for assessment, to recognise the importance of information sharing between professionals and local agencies.
- To ensure that all staff members undergo safeguarding and child protection training at induction, that their training is regularly updated in line with advice from the SCB, and that they receive child protection updates at least annually.
- To ensure that children are taught about safeguarding, including online, through teaching and learning opportunities.
- To create an environment where staff feel supported in their safeguarding role and are able to raise concerns.
- To ensure staff have regular reviews of their own practice so that they have knowledge, skill and experience to improve.

Bradley Slater has received DSL Child Protection Training. Governors are not given details of specific situations, to avoid breach of confidentiality. The governing body undertakes an annual review, each June of the School's safeguarding policies and procedures and of the efficiency with which the related duties have been discharged, which is signed off by the

Chair of the Governors. The governing body also ensure that the School has effective E-safety policies and procedures.

Safeguarding Team-Managing referrals:

It is the role of the DSLs to ensure the SCB procedures are followed within St Joseph's Preparatory School, to make relevant referrals to the agency according to guidance given, and to refer all cases of suspected abuse to the local authority children's social care. Normal referral processes are also available when there are concerns about children who may be at risk of being drawn into terrorism. The Head Teacher, or in her absence the Chair of the Governors, will refer all suspected cases which concern a member of staff to the local authority designated officer (LADO) for child protection concerns. The Bursar will notify the Disclosure and Barring Service (in cases where a person is dismissed or has left due to risk/harm to a child). The DSL will refer all cases of suspected abuse to the Police (cases where a crime may have been committed) and will liaise, where appropriate with the police especially with regard to ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSLs will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. St Joseph's Preparatory School must communicate readily with a local safeguarding agency whenever an allegation or disclosure of abuse has been made (*Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2018*). The DSL is designated to take the responsibility for liaising with the local authority Children's Services department, and to co-ordinate action with Children Services and, where applicable, the police following any child protection allegation or suspicion affecting a pupil. The safeguarding team holds a copy of *Working Together to Safeguard Children 2018* as well as access to all SCB procedures via their website.

Safeguarding Team-Training

The DSL and Deputy DSL will receive appropriate training carried out at least every two years in child protection training, from inter-agency working protocols and training in SCB's approach to Prevent duties. All staff have undertaken the Prevent Awareness Training run by SCB.

In addition to the formal training set out above, the knowledge and skills of the Safeguarding Team will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow the team to understand and keep up with any developments relevant to their roles.

Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so. Ensure each member of staff has access to and understands St Joseph's Preparatory Schools Safeguarding policy and procedures, especially new and part time staff. Be alert to the specific needs of children in need, those with special educational needs and young carers. Be able to keep detailed, accurate, secure written records of concerns and referrals. Obtain access to resources and attend any relevant or refresher training courses. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

Safeguarding Team-Raising Awareness

It is also a requirement to ensure all employed staff within the School are aware of its internal procedures, and to advise and support staff, where required. The safeguarding team will assist staff to understand and discharge their roles and responsibilities as set out in part 1 of Keeping Children Safe in Education 2018, which will include verbal briefings summarising the provisions of Part 1 and Annex A. The DSLs should ensure the School's policies are known and used appropriately: Ensure that St Joseph's Preparatory School Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this. Ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this. The Safeguarding team has links with the SCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding. When children leave the School ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

Training and support of Staff

St Joseph's Preparatory School will ensure the DSLs and the Deputy DSLs and the nominated Governor receive training and updates relevant to their roles.

All school staff will undertake awareness training provided by SCB, during induction and periodically (3 year intervals) to refresh and update knowledge and understanding, this includes on-line safety and Prevent. In addition, all staff receive safeguarding and child protection updates, as required, but at least annually (via either staff meetings, email or INSET) to provide them with the relevant skills and knowledge to safeguard children effectively. Any reason for staff to be having personal and/or social contact with pupils at the School must be explained to the Head Teacher with the rationale and any safeguarding actions required will be recorded. Susan Hutchinson is responsible for organising this training for staff. Alongside this the Safeguarding team will cascade information to staff as they attend training to further enhance the awareness of staff. All staff are trained to manage a report of child on child sexual violence and sexual harassment. All staff including visiting peripatetic teachers, temporary, voluntary staff will have an induction into the child protection procedures when they join the school. They should be aware of the SCB procedures as part of that induction programme, and these are explained to them as part of the staff induction. Staff will be provided with induction training that explains St Joseph's Preparatory School Safeguarding Policy (including identify and roles of the DSL and Deputy DSL), the Staff Code of Conduct, the Behaviour Policy, the Missing Pupils Policy, The Esafety Policy (online safety) and a copy of Part 1 of *Keeping Children Safe in Education 2018 and Annex A*. They will also attend the Level 1 Safeguarding and Promoting the Welfare of Children and Young People training within 6 months of joining the School and complete online channel training (http://course.ncalt.com/Channel_General_Awareness/01/index.html). Each time Part 1 of *Keeping Children Safe in Education* and Annex A is updated staff will be issued with a copy and required to read the document, INSET will be provided to ensure staff understand the document.

Support will be available for staff from the DSLs, the Deputy DSLs, with regard to concerns about safeguarding children.

The Safeguarding team will also offer peer support to each other. Opportunities are provided to staff to contribute and shape safeguarding arrangements and policy through discussion with the Safeguarding team and staff INSET.

This policy will be published to parents and guardians on the school website in line with statutory regulatory requirements.

The Role of St Joseph's Preparatory school staff (as outlined in Keeping Children Safe in Education 2018)

- School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- All School staff have a responsibility to provide a safe environment in which children can learn.
- The School has a designated safeguarding team who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The DSL (and the deputy DSLs) are the most appropriate people to advise on the response to safeguarding concerns.
- All School staff should be prepared to identify children who may benefit from Early Help as well as to listen to children. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an Early Help assessment.
- Any staff member who has a concern about a child's welfare should follow the referral processes detailed in this policy. Staff may be required to support social workers and other agencies following any referral.
- The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at college. They can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

Thresholds for Intervention:

Early Support: Early Help Assessment (EHA)

An EHA can be completed when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

Staff should discuss children who appear to have additional needs with a member of the Safeguarding Team, the child and parents. The DSL (or Deputy DSL will generally lead on liaising with other agencies and setting up an inter- agency assessment as appropriate). The School will need to obtain parental/pupil consent for an EHA to be completed. The young person may in certain circumstances be able to give their own consent for an EHA. The process is entirely voluntary and informed consent is mandatory, so families do not have to

engage and if they do they can choose what information they want to share. Children and families should not feel stigmatised by the EHA; indeed, they can ask for an EHA to be initiated. The EHA process is not a 'referral' process but a 'request for services'. The EHA should be offered to children who have additional needs to those being met by universal services. The practitioner assesses needs using the EHA. Staff may be required to support other agencies and professionals in an EHA, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. The EHA is not a risk assessment. If a child or young person reveals they are at risk of suffering actual or likely significant harm, the practitioner should follow the local safeguarding process immediately.

The DSL or deputy DSL can contact The Advice and Access Team on 01782 232200 or email CW@stoke.gov.uk for advice and guidance or contact The Early Intervention Service

Any child may benefit from Early Help, but staff should be particularly alert to potential need for Early Help for child who is disabled and has specific needs, has SEN, is a young carer, is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups, is frequently missing/goes missing from home or care, is misusing drugs or alcohol, is at risk of modern slavery, trafficking or exploitation, is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse, has returned home to their family from care, is showing early signs of neglect or abuse, is at risk of being radicalised or exploited or is a privately fostered child.

Child in Need:

Is this child in need? Section 17 of the Children Act 1989 says: "They are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Such concerns should be passed immediately to the DSL or Deputy DSL. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children's Act 1989."

A child in need referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required. If the Safeguarding team considers that the welfare concerns indicate that this is a 'child in need' or about whom there are concerns relating to radicalisation, one of the Safeguarding Team will normally make this decision in consultation with parents and pupil to make a referral to First Response to request an assessment, however consent from parents and pupil is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

Child Protection:

Is this a child protection matter, is the child at risk? Section 47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause

to suspect that a child is suffering, or is likely to suffer, significant harm. School staff do not investigate whether a child has been abused, this is the duty of social workers.

If staff consider the concern is potentially a child protection matter, this should be discussed without delay with the DSL or the Deputy DSL who will refer, if satisfied that the significant harm threshold has been met to First Response or, if applicable, the child's current social worker and to the police where a crime has been committed. If the child lives in an authority outside of Staffordshire, the matter will be referred to the relevant authority, immediately.(Appendix 1)

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration.

Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Guidance on talking to and listening to children: Effective safeguarding practice:

- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the DSL or Deputy DSL or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.
- Recognising a child is likely to disclose to someone they trust: this could be anyone on the School staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made.

- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation.
- Where the report includes an online element, being aware of searching screening and confiscation advice- The key consideration is for staff not to view or forward illegal images of a child.
- If possible, managing reports with two members of staff present, (preferably one of them being the DSL or Deputy DSL). However, this might not always be possible; and informing the DSL (or deputy DSL), as soon as practically possible, if the DSL (or Deputy DSL) is not involved in the initial report.

Remember

If a child chooses to disclose, staff SHOULD:

- be accessible and receptive
- explain that confidentiality cannot be provided
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said, record in the child's own words as much as possible
- make a note of any questions that were put to the child

Staff should NEVER:

- take photographs or examine an injury
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- ask leading questions
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about the persons allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure
- **Under no circumstances should the member of staff ask children to complete a 'Child statement'**

Supporting Pupils at Risk

Children who are abused, or who witness violence, may have difficulty developing self – worth and the ability to view the world positively. Indeed, School may be the only secure, stable and predictable element in their lives, but in School their behaviour could be challenging and defiant. Some children who have experienced abuse, may in turn abuse others. This requires a considered, sensitive approach, to enable the child to receive appropriate help and support.

St Joseph's Preparatory School will endeavour to support pupils through:

- The curriculum, to encourage self-esteem and motivation.
- The School ethos which promotes a positive, supportive and secure environment, to enable achievement, confidence and happiness.
- Liaison with other professionals, and agencies, who support the pupils and their families.
- Effective supportive communication with parents, if it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable School staff, trained to respond appropriately, in child protection situations.

Procedures for dealing with a safeguarding concern about a child

Any member of staff who has a concern should complete a Child Protection – Record of Concerns - immediately, (see Appendix 6) This must be completed and passed on to a member of the Safeguarding Team. Wherever possible, there should also be a conversation with one of the DSLs or in their absence one of the Deputy DSLs, who will help staff decide what to do next. Options include managing any support for the child internally via the School's own pastoral support processes, Early Help assessment or a referral to the First Response Team. Where a child is suffering or likely to suffer from harm a referral to SCB and if appropriate the police should be made immediately aware. For referral to First Response phone 01782 235100 and speak to the operator or the Out of Hours' Emergency Number 01782 234234. This will then be followed up with written confirmation on the multi-agency referral form within 48 hours. If it is not possible to speak to a member of the Safeguarding team this should not delay appropriate action being taken, the member of staff should contact First Response to discuss concerns. If a child is in immediate danger or is at risk of harm a referral should be made to First Response and/or the police immediately. Safeguarding is everyone's responsibility and anybody can make a referral to children's social care. Everyone working at St Joseph's Preparatory School has a duty to raise concerns of a safeguarding nature immediately. Staff should not assume a colleague will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate provision of service. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children's Act 1989, especially section 17 (children in Need) and Section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they may be expected to play in such assessments. If a referral is made by a member of the School staff to First Response a member of the Safeguarding Team must be informed as soon as possible. Notes must be made as soon as possible by the member of staff to whom the disclosure is made and certainly within 24 hours of the incident giving rise to the concern. **Under no circumstances should the member of staff ask children to complete a child statement.** Staff do not require parental consent to make referrals to statutory agencies.

<https://www.gov.uk/report-child-abuse-to-local-council>

Sometimes staff may have doubts about a child's safety and welfare, things which may seem trivial at the time, could turn out to be vital pieces of information later. If there is no specific incident or information, a child protection initial concerns pro-forma should be completed. An attempt should be made to identify the cause of concern and the pro-forma given to the designated person.

It is important that children receive the right help at the right time to address risks and prevent issues escalating. This includes referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. This online tool can be used to identify the relevant local children's social care contact number

The procedures set out in the document *Working Together to Safeguard Children 2018* will be followed in all cases, including dealing with abuse by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' - any such abuse will be referred to the SSCB. In the event of a disclosure about pupil on pupil abuse, all children involved, whether the perpetrator or victim, are treated as being "at risk".

If, following a referral, the child's situation does not appear to be improving, the DSL (or Deputy DSL) should consider following local escalation procedures to ensure their concerns have been addressed and the child situation improves.

Response by the Local Authority

The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. This will include determining whether: •

- the child requires immediate protection and urgent action is required
- whether the child is in need, and should be assessed under section 17
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
- any services are required by the child and family and what type of services
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the DSL (or deputy DSL) as required). If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Concerns about safeguarding practices within St Joseph's Preparatory School

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Schools Safeguarding regime and know that such concerns will be taken seriously by SMT.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and Code of Conduct, are in place for such concerns to be raised with the Schools Senior Management team. See Whistle Blowing Policy for further details.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. The NSPCC whistleblowing helpline is available as an alternative route for staff who do

not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by the School. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Guidance on 'Whether this is a Child Protection Matter'

All teaching and non-teaching staff should be aware of what constitutes abuse and neglect. A person may abuse or neglect a child by inflicting harm, or by failing to prevent it. Children and young people may be abused in a family or in an institutional or community setting, by those known to them or more rarely by a stranger.

Signs of abuse

All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition. In most cases multiple issues will overlap with one another. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others (e.g. via the internet). All staff should have an awareness of safeguarding issues that can put children at risk of harm. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

If staff have significant concerns about any child, they should make them known to one of the Schools DSL or Deputy DSL without delay. The tell-tale signs of abuse can vary depending on the type of abuse, but there are some common signs. These include:

- **Changes in behaviour** – the child may be withdrawn, angry or depressed.
- **Changes in appearance** - the child may be wearing the same clothes, or not washing or taking care of their appearance.
- **Changes in routine or lifestyle** – the child may stop going out, refuse to let friends visit.
- **Seeking the company of more people than usual** - they may feel unsafe without people around.
- **Being frightened** when someone in particular comes into the room.
- **Making sure you know everything is OK** – the child overemphasises that everything is normal.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

Types of Abuse

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond

a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual Abuse of children by other children is a specific safeguarding issue in education.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate carers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific Safeguarding Issues

Drug and Substance Misuse

Where issues come to attention of the school in relation to drugs and substance misuse we will follow the Schools Policy on Drugs. The school will uphold our statutory functions of child protection in line with established referral procedures and the law of the land.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative

relationship develops. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Like all forms of child sex abuse, child sexual exploitation can affect;

- any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- is typified by some form of power imbalance in favour of those perpetrating the abuse.
- Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of County Lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in County Lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered

'Honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves a wider network of family or

community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. If in any doubt staff should speak to the DSL.

Female Genital Mutilation (FGM) professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised: to alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes. **Do not consult or discuss with the pupil's parents or family, or others within the community.** Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, it is **mandatory** for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. Unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and follow local safeguarding procedures.

Forced marriage. Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

Youth Violence and Gang Activity

"The vast majority of young people and educational establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact." Taken from the Home Office '*Preventing youth violence and gang involvement - Practical advice for schools and colleges*'. In light of this we will embrace the Home Office document and follow this guidance which clearly sets out understanding the issue, seeking support, working with local partners, early intervention and legal powers for staff. The School has a duty and a responsibility to protect our pupils and staff and we recognise dealing with violence also helps attainment. To this end we will ensure pupils must, understand very clearly what safe situations are and be highly aware of how to keep themselves and others safe.

Missing children a child going missing from an education setting is a potential indicator of abuse and neglect. All staff should be aware that children going missing, particularly

repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. The School holds more than one emergency contact for each child to enable additional options to make contact with an adult when a child missing education is identified. Further information regarding missing children and other specific safeguarding issues can be found via the GOV.UK website and the St Joseph's Missing Pupil Policy, which is set against the backdrop of the legal framework of the Children Act 1989 where it is 'reasonable in all circumstances to safeguard and promote the child's welfare'.

Preventing Extremism and Radicalisation

Extremism goes beyond terrorism and is defined in the Government's Counter Extremism Strategy as vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. The death of members of armed forces is also regarded as extremism. Extremists often target the vulnerable – including the young – by seeking to sow divisions between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade others that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the School and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy or the Staff Code of Conduct. We will share information with the First Response Team and/ or the Staffordshire Police Prevent team when appropriate. ([See Appendix 1 for full contact details](#)) We will also work with Staffordshire's Prevent in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. St Joseph's Prep School also recognises the importance of effective engagement with parents.

The *Prevent* statutory guidance requires schools to ensure that any visiting speakers who might fall within the scope of the *Prevent* duty, whether invited by staff or pupils, are suitable and appropriately supervised. This means that even in cases where specific vetting checks are

not required, action must be taken to ensure that they are suitable. An internet search, testimonial feedback, viewing a speech are examples of how staff can assess suitability. At least one member of staff must be in attendance during the speaker's speech at the School.

Children with special education needs and disabilities can face additional safeguarding challenges and can be more prone to peer group isolation than other children. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers. To address these additional needs, the School will consider whether extra support for children with SEN and disabilities is required.

Domestic Abuse

The cross-government definition of domestic violence and abuse is: 'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial and/or emotional.' Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Looked after children and previously looked after children. The most common reason for children becoming looked after is as a result of abuse and/or neglect. The School ensures that staff have the skills, knowledge and understanding to keep looked after children safe. In particular, that they have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Peer on Peer Abuse

Keeping Children Safe in Education, 2018 states that 'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be recorded, investigated and dealt with'. The document also states it is most important to ensure opportunities of seeking the voice of the child are heard, 'Governing bodies, proprietors and College leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, any system and processes should operate with the best interests of the child at their heart.'

It is important to be aware that safeguarding issues can manifest themselves via peer on peer abuse. Often there is a gendered nature of peer on peer abuse and it is more likely that girls will be victims and boy's perpetrators, however, all peer on peer abuse is unacceptable and will be taken seriously. This is most likely, but not limited to bullying (including cyber bullying), physical abuse (such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm), sexual violence/sexual harassment, initiation type violence and rituals and sexting. Such abuse will never be tolerated or passed off as "banter" or "part of growing up" and will be treated as a safeguarding issue where it is reasonable to suspect that the child is suffering or likely to suffer significant harm. All children involved whether victim or perpetrator will be treated "at risk" and supported.

Signs that a child is being abused by their peers

All staff should be alert to the well-being of pupils and to signs of abuse, and should engage with these signs, as appropriate, to determine whether they are caused by peer-on-peer abuse. However, staff should be mindful of the fact that the way(s) in which children will disclose or present with behaviour(s) as a result of their experiences will differ.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard ordinarily expected
- physical injuries
- experiencing difficulties with mental health and/or emotional wellbeing
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic attacks suffering from nightmares or lack of sleep or sleeping too much
- broader changes in behaviour including alcohol or substance misuse
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- abusive behaviour towards others

Abuse affects children very differently. The above list is by no means exhaustive and the presence of one or more of these signs does not necessarily indicate abuse. The behaviour that children present with will depend on their particular circumstances. Rather than checking behaviour against a list, staff are trained to be alert to behaviour that might cause concerns, to think about what the behaviour might signify, to encourage children to share with them any underlying reasons for their behaviour, and, where appropriate, to engage with their parents so that the cause(s) of their behaviour can be investigated. Where a child exhibits any behaviour that is out of character or abnormal for his/her age, staff should always consider whether an underlying concern is contributing to their behaviour (for example, whether the child is being harmed or abused by their peers) and, if so, what the concern is and how the child can be supported going forwards.

The power dynamic that can exist between children is also very important when identifying and responding to their behaviour: in all cases of peer-on-peer abuse, a power imbalance will exist within the relationship. This inequality will not necessarily be the result of an age gap between the child responsible for the abuse and the child being abused. It may, for example, be the

result of their relative social or economic status. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.

Children with particularly vulnerability to abusing or being abused by their peers

Any child can be vulnerable to peer-on-peer abuse and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. For example, an image of a child could be shared, following which they could become more vulnerable to peer-on-peer abuse due to how others now perceive them, regardless of any characteristics which may be inherent in them and/or their family. Peer group dynamics can also play an important role in determining a child's vulnerability to such abuse. For example, children who are more likely to follow others and/or who are socially isolated from their peers may be more vulnerable to peer-on-peer abuse. Children who are questioning or exploring their sexuality may also be particularly vulnerable to abuse by their peers.

Research suggests that peer-on-peer abuse may affect boys differently from girls, and that this difference may result from societal norms (particularly around power, control and the way in which femininity and masculinity are constructed) rather than biological make-up.

Barriers to disclosure will also be different. As a result, schools need to explore the gender dynamics of peer-on-peer abuse within their settings, and recognise that these will play out differently in single sex, mixed or gender imbalanced environments.

Definition of Peer on Peer Abuse

There is no clear boundary between incidents that should be regarded as abusive and incidents that should be dealt with by the Schools disciplinary systems. If one child causes harm to another, this should not necessarily be dealt with as abuse: unkindness, physical fighting and harassment between children are not always or inevitably seen as child protection issues. However, it may be appropriate to regard peer on peer behaviour as abusive if harm is caused because:

- There is a **significant power** imbalance between the children concerned. The abuse of children is often constructed around an age differential between the abuser and the abused, but in cases of peer-on-peer abuse this may not always be the case. In such circumstances, power imbalances can manifest in other ways, for example gender, social status within peer groups, intellectual ability, physical development, economic wealth, social marginalisation and so on. It is important to note that the perpetrator and/or victim may well be subject to power imbalances with other individuals in an incident of abuse and so it is important to investigate any incident as fully as possible.
- The perpetrator has **repeatedly** tried to harm one or more other children.
- There are concerns about the **intention** of the alleged perpetrator. If evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether severe harm was caused or not.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Types of peer on peer abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a child has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault)

Sexually harmful behaviour from children is not always contrived or with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose. (See Anti Bullying Policy)

Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone for the same reasons as given above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 (section 1) which states that electronic communications which are indecent or grossly offensive, or convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of children under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support children may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting (youth-produced sexual imagery) is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated. However, St Joseph's Preparatory School takes a pro-active approach in its Computing and PSHE programmes to help students to understand, assess, manage and avoid the risks associated with 'online activity'. The School recognises its duty of care to its young people who do find themselves involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

Sexting (youth-produced sexual imagery) includes the sending of sexually explicit photos, images, text messages, or e-mails by using a phone or other mobile device. These images are shared between young people and/or adults via a mobile phone, handheld device, computer, 'tablet' or website with people they may not even know. Once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession indecent images of a person under 18, or distributing them to someone else, children are unlikely to be aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that the School applies a consistent approach when dealing with an incident to help protect children. For this reason the DSL (or Deputy) needs to be informed of any sexting (youth-produced sexual imagery) incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response (see Behaviour Policy).

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Expected action taken by all staff to Peer on Peer abuse

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred and before the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example, do not use the word perpetrator, this can quickly create a blame culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to children and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgmental, dismissive or irresponsible in dealing with such sensitive matters.

Preventative Strategies to minimise the risk of Peer on Peer abuse

St Joseph's Preparatory School aims to create and sustain an environment that helps to minimise the risk and occurrence of peer on peer abuse. The school also looks to take a proactive, preventive and educative approach to safeguarding issues with its staff and pupils. Opportunities are sought to give teaching and learning opportunities to our pupils, within the context of PSHCE and the wider curriculum. Pupils are frequently told what to do if they witness or experience such abuse, the effect that it can have on those who experience it and the possible reasons for it, including vulnerability of those who inflict such abuse. The possible avenues for such education to take place, including education about abusive behaviour, include the following:

- School Assemblies
- PSHCE lessons
- Challenging the attitudes that underlie such abuse (both inside and outside the classroom)
- Promote positive values and to encourage a culture of tolerance and respect amongst all members of the School community
- Creating conditions in which pupils can aspire to and realise safe and healthy relationships
- Creating a culture in which pupils feel able to share their concerns openly, in a non-judgmental environment, and have them listened to
- Responding to cases of peer-on-peer abuse promptly and appropriately.

St Joseph's Preparatory School will seek to ensure that it has an open environment where pupils feel safe to share information about anything that is upsetting or worrying them. To enable such an open and honest environment we will aim to make sure that all staff feel confident and able to talk about issues and challenge the perceptions and attitudes of children including where relevant their use of inappropriate language and behaviour towards one another. Staff will never dismiss issues as "banter" or "growing up" or compare them to their own experiences of childhood. All staff must consider each situation in its own right before taking action. Staff will ensure that they do not minimise the concerns raised as this may result in a child seeking no further help or advice and their predicament becoming far worse.

Pupils should be aware that there are a variety of ways in which they can express their views and feelings on any pastoral matter; to access support in order to prevent abuse from occurring, to report abuse that is happening, and to find ongoing support after abuse has been identified. Pupils are able to seek support from staff if they feel they are being abused or that one of their peers is at risk from abuse or peer on peer abuse.

Multi-agency working regarding Peer on Peer abuse

The School actively engages with its local partners in relation to peer-on-peer abuse, and works closely with SCB.

The School actively refers concerns/allegations of peer-on-peer abuse where necessary to SCB via MASH and/or other relevant agencies. This is particularly important because peer-on-peer abuse can be a complex issue, and even more so where wider safeguarding concerns exist. It is often not appropriate for one single agency (where the incident cannot be managed internally) to try to address the issue alone – it requires effective partnership working.

Procedures Adopted when a Disclosure of Peer on Peer Abuse is made

The following general principles and guidelines should be followed: Initial response

- Any direct disclosure by a pupil of an incident of abuse should be taken very seriously and managed sensitively. Basic principles of listening sensitively, providing reassurance, not asking leading questions and not guaranteeing confidentiality should be remembered. Gather the facts and consider the Intent, has this been a deliberate or contrived situation for a child to be able to harm another?
- All incidents should be responded to in line with the Safeguarding Policy and reported to a member of the Safeguarding Team without delay, such matters will be clearly recorded.

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL should always use professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases the DSL may wish to consult SCB on a 'no-names' basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL should contact MASH immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with First Response and agree on a course of action, which may include:

A - Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinarily apply. However, where support from local agencies is not available, the School may need to handle allegations/concerns internally. In these cases, the School will engage and seek advice from external specialists (either in the private and/or voluntary sector).

B – Undertake/contribute to an inter-agency Early Help assessment, with targeted Early Help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS, a specialist harmful sexual behaviour team, and/or youth offending services.

C – Refer child/children to children's social care for a section 17 and/or 47 statutory assessment as a matter of best practice, if an incident of peer-on-peer abuse requires referral to and action by children's social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.

D – Report alleged criminal behaviour to the Police. Alleged criminal behaviour will ordinarily be reported to the Police, however, there are some circumstances where it may not be appropriate to report such behaviour. For example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case by case basis, and in light of the wider context.

Points to consider regarding peer on peer abuse:

What is the age of the children involved? How old are the children involved in the incident and is there any age difference between those involved?

Where did the incident or incidents take place? Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred? Can each of the children give the same explanation of the incident and also what is the effect on the children involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one child different from another and why?

What is each of the children's own understanding of what occurred? Do the children know/understand what they are doing? For example, do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the child's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the child have understanding of the impact of their behaviour on the other person?

Repetition? Has the behaviour been repeated on more than one occasion? In the same way it must be considered has the behaviour persisted after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the child who has been harmed

What support they require depends on the individual child. It may be that they wish to seek Counselling or one to one support via a member of the school staff. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In that case, it is necessary that the child continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the child may need support in improving peer groups/relationships with other children or some restorative justice work with all those involved may be required. Other interventions that could be considered may target a whole class or year group, for example a speaker on cyber bullying, relationship abuse etc. It

may be that through the continued curriculum of assemblies, PSHCE, that certain issues can be discussed more frequently.

If the child feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have a key contact that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the child who has displayed harmful behaviour

In this circumstance it is important to find out why the child has behaved in such a way. It may be that the child is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as Counselling or one to one support via a member of school staff may also be necessary. Particular support from identified services may be necessary through an Early Help referral and the child may require additional support from family members.

Once the support required to meet the individual needs of the child has been met, it is important that the child receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the child they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the child to engage in one to one work with a particular service or agency.

Even following the conclusion of any investigation the behaviour that the child has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the child and the risks towards others are measured by all of those agencies involved including the child and their parents. This may mean additional supervision of the child or protective strategies if the child feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or suspension for a period of time to allow the child to reflect on their behaviour.

After care

It is important that following the incident the children involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the children do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the children following the incident(s) are imperative.

Child on Child Sexual violence and sexual harassment.

It is important St Joseph's Preparatory School staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include: sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (we should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

The School will respond on a case-by-case basis, with the DSL (or deputy DSL) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. All victims must be taken seriously, supported and kept safe.

Risk Assessment Following a report of sexual violence

Following a report of sexual violence, the DSL (or deputy DSL) should make an immediate risk and needs assessment, considering: the victim, the alleged perpetrator and all other children (and if appropriate adult students and staff). Risk assessments will be recorded and kept under review. The DSL (or deputy DSL) should ensure they are engaging with children's social care and specialist services as required.

The School will consider:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident

- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse
- are there ongoing risks to the victim, other children, college staff
- contextual safeguarding issues

As always, all staff should act in the best interests of the child sexual violence and sexual harassment is not acceptable and will not be tolerated.

Action following a report of sexual violence and/or sexual harassment

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour

Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, the School should follow general safeguarding principles as set out in *Keeping Children Safe in Education 2018*. The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Four scenarios for the School to consider when managing any reports of sexual violence and/or sexual harassment. (See *Keeping Children Safe in Education 2018* for further details)

1. Manage internally – the school manages incidents.
2. Early Help – multi-agency Early Help
3. Referrals to Children's Social Care
4. Reporting to the police – in parallel to children's social care

Considering bail conditions, It is unlikely that a child will be on police bail with conditions attached, so it is essential that when there is a criminal investigation that there is joined up working between the school, children's social care and the police so that the victim, alleged perpetrator and other children involved are supported. **Managing any delays in the criminal process**

There may be delays in any criminal case but the School should not wait for the outcome before protecting the victim, alleged perpetrator and other children in the School. The end of the criminal process regardless of whether a child is convicted of a crime or not, all the children involved should be protected. The guidance makes it clear that the School need to consider safeguarding issues around the victim and alleged perpetrator sharing classes and sharing space at School. The School needs to manage the balance between supporting the victim and ensuring the alleged perpetrator has an education and safeguarding support themselves.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside School and can occur between children outside School. Staff need to consider the context within which such incidents/behaviour occur. This is known as Contextual Safeguarding, meaning that assessment of the children should consider whether wider environmental factors are present in a child's lives that are a threat to their safety and/or welfare.

Procedures- Dealing with an allegation of abuse against members of staff, volunteers or the Head Teacher

If an allegation is made concerning a member of staff or volunteer, who is currently working in any Educational establishment regardless of whether the School is where the alleged abuse took place, the procedures set out in *Working Together to Safeguard Children 2018*, *Keeping Children Safe in Education 2018*, and the Staff Handbook will be followed. Parents/guardians will be informed of the allegations involving their child before the end of the school day. The child and his/her family will be supported throughout the procedure. Suspension is not automatic and proceedings will be without prejudice.

Staff have a professional duty to report concerns about the conduct of other adults working in the School if there are indications that a child or children could be at risk of harm. Adults working in the School are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. When an allegation against an adult or volunteer in the School, has been made the Head Teacher must be informed immediately. If the allegation is against the Head Teacher (who is the DSL) the Chair of Governors must be informed immediately without notifying the Head Teacher being notified first. In the first instance, the Head Teacher, or where the Head Teacher is the subject of an allegation, the Chair of Governors (referred as the Case Manager), should immediately discuss the allegation with the deputy DSL and then consult the LADO. The purpose of an initial discussion is for the DSL and the Case Manager to consider the nature, content and context of the allegation and agree a course of action. These discussions should be recorded in writing and any conversations between either the child or parents agreed. In the case of serious harm, the police should be informed at the outset. Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Head Teacher who is the DSL.

This initial sharing of information and evaluation between the case manager and the DSL may lead to the decision that no further action is to be taken in regard to the individual facing the allegation or concern in which case the decision and a justification should be recorded by both the Case Manager and the DSL and agreement reached on what information should be put in writing to the individual concerned and by whom. The Case Manager and DSL should then consider what action should follow in respect of the individual who made the initial allegation.

The School must not undertake its own investigations of allegations without prior consultation with the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations. The LADO should be informed within one working day of all allegations that come to the Head Teacher's attention.

The Case Manager should inform the accused person about the allegation as soon as possible after consulting the DSL, providing them with as much information as possible.

In line with government guidance and SCB procedures, the Head Teacher / Chair of the Governors will contact the First Response Team to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
 - possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (*Keeping Children Safe in Education 2018*)

The Head Teacher / Chair of the Governors will contact the First Response team within 24 hours of any situation arising on 01782 235100, if the concern or allegation is urgent and outside of office hours the Head Teacher will contact the Emergency Duty Team on 01782 234234. The Headmaster / Chair of the Governors will alert the call taker in the Emergency Duty Team that this is a position of trust issue, and after taking initial details the call taker will ensure that the matter is passed promptly to the LADO Duty Officer who will assist in initiating any additional safeguarding activities.

Discussions will consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded by the Head Teacher in writing and communication with both the individual and parents of the child/children agreed. This initial discussion will establish the validity of any allegation under SCB procedures and if a child protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm' If this is the case a referral will be raised with the relevant Safeguarding team and a section 47 child protection strategy meeting will be convened that the Head / Chair of the Governors should attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Joint Evaluation Meeting (JEM) to consider the issues and any action required.

The decision of the strategy/joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the School

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the School will take appropriate investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the School when appropriate, in line with current guidance.

An accurate record of all that has happened must be made to include facts of any injury, timings, explanations, persons present at time and action taken by the School. If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. In response to an allegation staff suspension will not be the default option. Suspension should be considered only in a case where there is cause to suspect a child or other children at the school is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: The

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Case Manager must consider carefully whether the circumstances warrant suspension from contact with children at the School or until the allegation is resolved, and may wish to seek advice from the DSL. In cases where the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school, immediate action should be taken to ensure the individual does not carry out work in contravention of the order, i.e. pending the findings of the TRA investigation, the individual must not carry out teaching work. The Case Manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the DSL, Police and LADO have no objections to the member of staff continuing to work during the investigation, the case manager should put strategies in place to avoid suspension.

Based on assessment of risk, the following alternatives should be considered by the Case Manager before suspending a member of staff: redeployment within the School so that the individual does not have direct contact with the child or children concerned, providing an assistant to be present when the individual has contact with children, redeploying to alternative work in the School so the individual does not have unsupervised access to children, moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted. These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The Case Manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended. If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the Case Manager and the DSL. This should also include what alternatives to suspension have been considered and why they were rejected. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. Due weight will be given to the views of the LADO, *Keeping Children Safe in Education 2018 and Working Together 2018*.

It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details. Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the Governing Body of the School who are the employers of staff at the School. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the Children's Social Care Services and/or an investigation by the police, the DSL should canvass police and Children's Social Care Services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the School consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

Whether or not a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion. The School will fulfil its duty to report to the DBS, within one month of leaving the School any person, whether employed, contracted, a volunteer or student, whose

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

services are no longer used because he or she is considered unsuitable to work with children (ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering). The School will also make a referral to the Teaching Regulation Agency (TRA) if a teacher is dismissed, or would have been dismissed had she/he not resigned and a prohibition order may be appropriate. (Further guidance is available on the TRA website)

From 1st October 2012, there have been restrictions on the reporting or publishing of allegations against teachers and the School must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publishes information about an investigation or decision in a disciplinary case. The Head Teacher / Chair of the Governors should take advice from the DSL, police and SCB to agree the following: who needs to know, exactly what information can be shared, how to manage speculation, leaks and gossip; what, if any information can be reasonably given to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

Where a case of "whistle blowing" has been made staff reporting incidents in the public interest will have immunity from retribution or disciplinary action. In essence the School has a culture of safety and of raising concerns, of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the School's Safeguarding regime, provision for mediation and dispute resolution where necessary. There is transparency and accountability in relation to how concerns are received and handled. However, if staff feel unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels include the NSPCC whistleblowing on 0800 028 0285 or email help@nspcc.org.uk. And advice is available at www.gov.uk/whistleblowing

Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference. The LADO will need to keep a record of how the matter was investigated and how the outcome to the allegation was reached. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the accused has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

If an allegation is determined to be unsubstantiated or malicious, the DSL should refer the matter to SCB to determine whether the child concerned is in need of services, or may have been abused by someone else. Pupils that are found to have made malicious allegations are likely to have breached School behaviour policies. The School will, therefore, consider whether

to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

The School has a duty of care to its employees and will act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the SCB or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the DSL. In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

The following definitions should be used when determining the outcome of allegation investigations:

Substantiated: there is sufficient evidence to prove the allegation.

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

False: there is sufficient evidence to disprove the allegation.

Unsubstantiated: there is sufficient evidence to either prove or disprove the allegation. The term therefore does not imply guilt or innocence.

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

If there is a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

Professional Confidentiality

The only purpose of confidentiality in Safeguarding Children is if it benefits the child. A member of staff must never guarantee confidentiality to a pupil with regard to safeguarding children issues. This could lead to a breakdown of trust, and potentially compromise the staff member's well-being and safety. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and to whom."

Staff should explain to the child how information may be shared and why, and seek their agreement. This involves only sharing information with those who need to be involved, such as the DSL (or Deputy DSL) and Children's Social Care. The exception to this is when to do so

would put the child or others at increased risk of significant harm or an adult at risk of serious harm, or if it would undermine the prevention, detection or prosecution of a serious crime.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8). Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. The DSLs or Deputy DSLs will invoke the local agreed guidelines and procedures of referral. Staff will be informed of relevant aspects in respect to safeguarding children on a “need to know” basis only. Any information shared with a member of staff must be treated as confidential.

Record Keeping

Well-kept records are essential to good practice. Staff should be made aware of the need to record any concerns about children, the status of such records, and when to pass them over to other agencies. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing and include the reasons for decisions made. These records will be reviewed regularly by the Safeguarding team so that any concerning patterns of behaviour can be spotted.

Records should:

- state who was present, time, date and place
- use the child’s words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink/typed and signed and dated by the recorder and passed to one of the DSL
- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing

A file note will be entered into the pupil’s central file highlighting that there is a safeguarding concern. This will alert staff preparing records for transition, that there is information held within the Safeguarding file.

The information will be held in a confidential file and locked away. If a child’s file is taken off premises it is signed for and its return monitored.

Information sharing

As part of meeting a child's needs, it is important for governing bodies to recognise the importance of information sharing between professionals and local agencies. Guidance in *Working together to safeguard Children 2018* will be followed. Data protection fears MUST NOT be a barrier to information sharing, as the safety of the child is of the utmost importance.

Transfer of files

If a pupil transfers from the School the files will be forwarded to the pupil's new school for the confidential attention of the receiving school's DSL. A telephone conversation with the DSL in the receiving school will take place to make arrangements to securely and confidentially transfer the records. A copy of the sent file will be kept as dormant; in case the file is lost in transit. If the original files are physically handed to the receiving school by the sending school and a record of all files transferred is fully documented and signed off by both parties, as having been sent and received, then copying the documents would not be necessary. If this is not possible, the security of the file must be considered e.g. secure courier. The School should copy the file and the original documents should be sent under separate cover to new school / college whilst the child is still under 18. The copies should be shredded once confirmation is received from the receiving school that all relevant documents have arrived. The School should retain a record of the confirmation and a record of when the files were shredded. When it is known a child will be leaving the School the DSL will consider if it would be appropriate to share information with the school in advance of the child leaving, for example where it would allow the new school to continue to support victims of abuse and have support in place for when the child arrives.

Child protection information will be kept by the School until the child's 25th birthday. If a pupil should die before their 25th birthday, any files will be disposed of appropriately.

Attendance at Safeguarding Conferences

The DSL or Deputy DSL will attend Safeguarding Strategy meetings called in respect of a pupil. They may be accompanied by other relevant staff if necessary. Staff attending such meetings will be offered support, and access to appropriate counselling if they so wish.

Safer Recruitment

When recruiting new members of volunteers, staff, contractors and staff of contractors the School follows the guidance given in the Keeping Children Safe in Education 2018, and the **SCB** guidelines. The School is committed to safer recruitment and ensures that DBS checks are undertaken in line with the School policy and that references are obtained and that qualifications are verified and prohibition checks are completed as necessary, dependent on the role and duties of the applicant. The recruitment panel will have at least one member of staff who has completed the Safer Recruitment training. In addition to other recruitment checks for candidates from overseas, individuals from countries in the European Economic Area (EEA) who will be teaching will be checked (via the TRA Teacher Regulation Agency) to ensure they are not subject to sanction or restrictions imposed by another EEA professional regulating authority for teachers.

Any staff member, volunteer or governor who becomes the subject of a police investigation or who are cautioned or charged with a criminal offence, in relation to physical or sexual offences against adults or children must inform the Head Teacher. Staff must also disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability

to work with children whether received before, or during their employment at the School. The Headmaster will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Head Teacher. The Head Teacher will discuss with the LADO procedures for dealing with allegations against persons who work in a position of trust with children. Appropriate action will be agreed.

Staff Protection against allegations of abuse:

Staff should seek to keep personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- Work in a room where there is a glass panel in the door or leave the door open.
- Make sure that other adults visit the room occasionally.
- Avoid working in isolation with children unless thought has been given to safeguards, particularly regarding one-to-one teaching. Advice can be sought from the DSL (or Deputy DSL).
- Do not give out personal mobile phone numbers or private e-mail addresses.
- Do not pupils a lift home in your car.
- Do not contact to pupils via social media.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent but under 18 years of age.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the guidance in the Staff Handbook. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed.

Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

Dissemination of Policy and Review

This policy is published on the School website. All members of staff will be expected to read the policy within their first month of employment. This policy and procedures will be reviewed annually by SMT. The governing body undertakes an annual review, each June of the School's safeguarding policies and procedures and of the efficiency with which the related duties have been discharged, which is signed off by the Chair of the Governors. This policy should be considered alongside other related policies. If there is a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future. Any deficiencies or weaknesses identified in child protection arrangements will be remedied without delay.

Appendix 1 Safeguarding Contacts

St Joseph's Preparatory School Safeguarding Team

Designated Safeguarding Leads

Susan Hutchinson Tel: 01782 417533

Deputy Designated Safeguarding Lead

Dan Hood Tel: 01782 417533

Deputy Designated Safeguarding Lead (Joes Club)

Emma Gerrard Tel: 01782 417533

Contact Details for Referrals Stoke-on Trent

The Advice and Referral Team Multi Agency Safeguarding Hub (MASH)

Tel: 01782 235100

Emergency Duty Team (out of Hours) - Tel: 01782 234234

Contact Details for Referrals Staffordshire

First Response Team - Tel: 0800 13 13 126 Email: frist@staffordshire.gov.uk

Central Referral Unit - Tel: 0300 123 44 55

Emergency Duty Service - Tel: 0845 604 2886 Out of hours- Tel: 0845 604 2889

Pupils' Welfare Issues

- Local Authority Designated Officer (LADO) **Julie Astall**
julie.astall@staffordshire.gov.uk
- Local Authority Designated Officer (LADO) **Julie Astall**
Tel: 01785 278958
Staffordshire County Council Educational Safeguarding Advice
Tel: 01785 895836
Email esas@staffordshire.gov.uk
Website Staffordshire Education Safeguarding Advice
- Staffordshire Vulnerable Adults referral contact details (for schools where pupils may be over the age of 18 years and have a physical or sensory impairment; drug or alcohol problems; mental health problem; or learning disability and may not be able to protect themselves from harm or abuse)
Tel: 0845 604 2719 or Emergency Duty Service number above.
- **The online tool which directs to the relevant local children's social care contact number**
www.gov.uk/report-child-abuse-to-local-council

Concerns about an individual in relation to extremism or radicalisation

- Local Police Tel: 101
Prevent Co-ordinator Calum Forsyth
Email: Calum.Forsyth@staffordshire.pnn.police.uk
- Prevent Co-ordinator Calum Forsyth
Tel: 01785 232054

- **Local Prevent Team**

Tel: 01785 238239 or 01785 233109

Email: prevent@staffordshire.pnn.police.uk

- DfE dedicated helpline for non-emergency advice for Staff & Governors

Tel: 020 7340 7264

- Email: counter-extremism@education.gsi.gov.uk

- **Whistleblowing**

NSPCC Whistleblowing Helpline

[Tel:08000280285](tel:08000280285) Email: help@nspcc.org.uk

And advice is available at www.gov.uk/whistleblowing

- **Forced Marriage Unit**

Tel: 020 7008 0151

Email fm@fco.gov.uk.



ST JOSEPH'S PREPARATORY SCHOOL
Part of the Edmund Rice Family

Insert Date Here

Dear Parents / Carers,

As part of our Safeguarding Children Policy we ask that all parents whose children suffer an injury outside of school i.e. a cut knee from falling off their bike or a bruised arm from a rugby match, would inform the school by filling in one of the enclosed 'Appendix 2' forms. It is paramount that we receive the form when the child next attends school, this will ensure that our safety records are kept in order and up to date.

If you have any questions regarding this form, you can contact me direct.

Thanking you in anticipation.

Yours sincerely

S. D. Hutchinson .

Mrs S. D. Hutchinson
Headteacher BEd



Injury on Arrival Form (Appendix 2)

St. Joseph's Preparatory School
Safeguarding Children

Child's Name: _____ Date: _____

Injuries / Injury Noted: _____

Date of Injury / Injuries: _____ Time of Injury / Injuries: _____

Colour of Mark: _____

Location on Child's Body: _____

Description of how Injury / Injuries Occurred: _____

Parent / Carers Signature: _____

Staff Signature: _____ Date & Time: _____

Headteacher: Mrs S.D. Hutchinson BEd

Rookery Lane, Trent Vale, Stoke on Trent, ST4 5RF Tel: 01782 417533 Fax: 01782 849327

Email: enquiries @stjosepsprepschool.co.uk



Staff and Governor Suitability Self-Declaration Form

In September 2018, the Department for Education (DfE) issued an update to its Statutory Guidance “Keeping Children Safe In Education” – (KCSIE)

This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

Reference: <http://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made>

A person may be disqualified through:

1. Having certain orders or other restrictions placed upon them
2. Having committed certain offences
3. Living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association)

You are required therefore to sign the declaration below confirming that you are not disqualified under those Regulations from working in this school.

If you fail to complete and return this form, this will be regarded as a disciplinary matter for staff, which may result in dismissal and in the case of volunteers, will mean that you can no longer work at St. Joseph's Preparatory School.

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED.

See Department for Education: Keeping Children Safe in Education: Childcare Disqualification – Supplementary Advice – Search: ‘Applying to Waive Disqualification: early Years and Child Care Providers’

SUPPORT WILL BE PROVIDED WITH THIS PROCESS

Co-ordinator: Mrs S Hutchinson

Updated: September 2018

Review September 2018 or as Updates Occur

• Are you 'Disqualified from Caring for Children'?	Yes	No
• Have you committed any offences against a child?	Yes	No
• Have you committed any offences against an adult (e.g. Rape, murder, indecent assault, actual bodily harm, etc.)?	Yes	No
• Have you been barred from working with children (DBS)?	Yes	No
• Are you living with someone who has been barred from working with children (DBS)?	Yes	No
• Have your own children been taken into care?	Yes	No
• Have/Are your own children the subject of a child protection order?	Yes	No

If you have answered 'yes' to any of the above, please provide further information below:

.....

.....

.....

I understand my responsibility to safeguard children, and I am aware that I must notify [my manager] immediately of anything that may affect my suitability to work with children.

I will ensure that I notify my employer immediately of any convictions, cautions, court orders, reprimands or warnings I may receive.

Signed Date

{Line Manager signature} Date

Please record follow-on action taken, where relevant.

.....

.....

Signed Date Action Taken.....

St Joseph's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Headteacher: Mrs S.D. Hutchinson BEd

Rookery Lane, Trent Vale, Stoke on Trent, ST4 5RF Tel: 01782 417533 Email: enquiries @stjosepsprepschool.co.uk St. Joseph's Preparatory School is a Registered Charity and a member of the Independent Schools Association and the Catholic Independent Schools Conference

Continuation Sheet for any Additional Information:

Appendix 4 : Role of the Designated Safeguarding Leads and Deputy Designated Leads

The Governing body should ensure an appropriate senior member of staff, from the School leadership team, is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post and will usually be the Head Teacher. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding - any deputies should be trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority Children's Social Care as required
- Support staff who make referrals to local authority Children's Social Care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required.

Working With others

The designated safeguarding lead is expected to:

- Liaise with the Head Teacher (if the DSL is not the Head Teacher) to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "Case Manager" (as per Part 4 Keeping children Safe In Education) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially the SEND Co) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for staff

Undertake training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The Designated Safeguarding Lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge

and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority Children's Social Care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to, and understands, the School's Safeguarding policy and procedures, especially new and part time staff
- are alert to the specific needs of children in need, those with special educational needs and young carers
- are able to keep detailed, accurate, secure written records of concerns and referrals
- understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them

Raise Awareness

- The Designated Safeguarding Lead should ensure the School's Safe Guarding policy is known, understood and used appropriately.
- Ensure the School's Safeguarding policy is reviewed annually (as a Minimum) and the procedures and implementation are updated and reviewed regularly, and work with Governing Body or Trustees regarding this.
- Ensure the Safe guarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this
- Link with the local SCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the School ensure their child protection file is transferred to the new School as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Lead and SEND Co are aware as required. In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new School in advance of a child leaving. For example, information that would allow the new

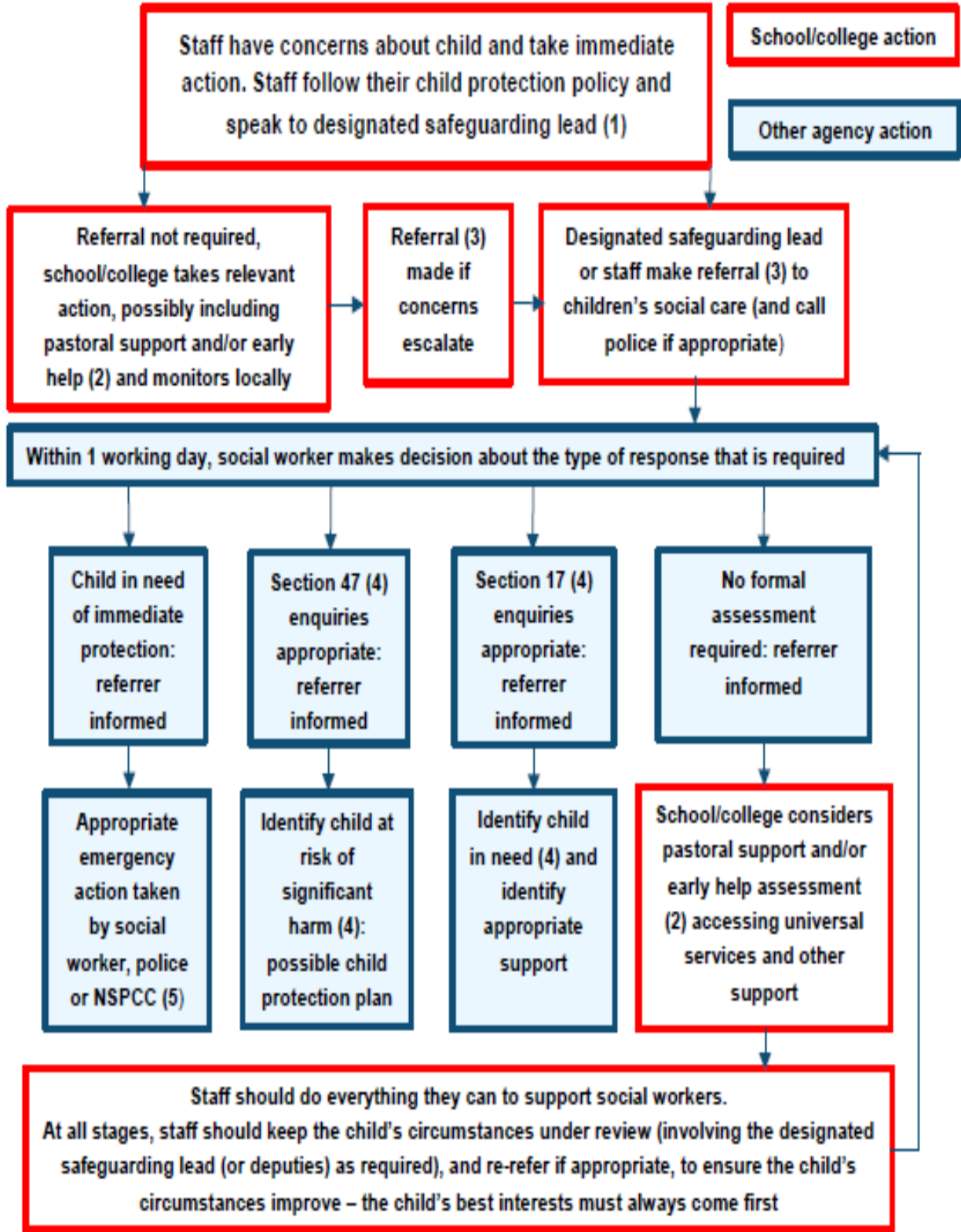
School to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the DSL (or a deputy) should always be available (during Staff hours) for staff in the school to discuss any safeguarding concerns. Out of hours/Out of term activities contact is via the Emergency Duty team 01782 234234.

Actions where there are concerns about a child (page 13 KCSIE)

Actions where there are concerns about a child



Appendix Record of Concern Form



www.safeguardingchildren.stoke.gov.uk

**St Joseph's Preparatory School
Record of Concern**

Family Name of Child / Young Person		First Name(S)		Alias / Also Known As	
Address		Postal Code		Date of Birth & Age	
Nature of Concern (Brief Outline, Record in Detail)				Date Concern Raised	
				Time Concern Raised	
Name of Person Raising Concern				Relationship to child	
Who have you passed this information on to?				On what date?	

Detail of Concern- To be passed on without delay. Please include as much detailed information as possible.
(The quality of your information will inform the level of intervention initiated. If necessary, attach additional sheet)

Signature of Person Raising Concern		Date		Time	
--	--	-------------	--	-------------	--

